

HILTON HEAD MIDDLE

55 Wilborn Road
Hilton Head Island, SC 29926

GRADES 6-8 Middle School

ENROLLMENT 966 Students

PRINCIPAL Sherry DeSimone 843-689-4500

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	13	3	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

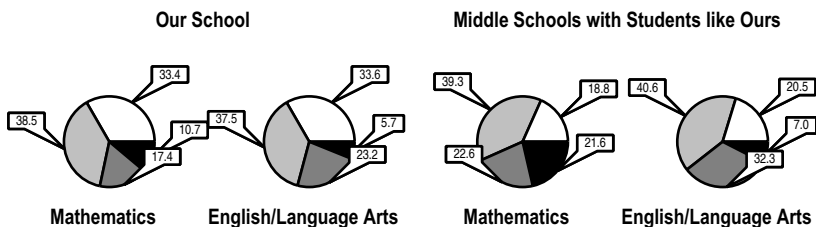
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

89.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	957	98.1	32.7	38.1	23.5	5.8	37.2	Yes	Yes
Gender									
Male	480	97.5	37.2	39.2	21.1	2.5	31.8		
Female	477	98.7	28.2	37.0	25.8	9.0	42.5		
Racial/Ethnic Group									
White	524	99.6	10.9	41.9	37.5	9.7	58.1	Yes	Yes
African-American	212	100.0	58.0	35.5	6.0	0.5	12.0	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	214	92.5	64.7	30.0	4.7	0.5	8.4	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	842	98.1	28.4	38.8	26.2	6.6	41.0		
Disabled	115	98.3	63.6	32.7	3.6	0.0	10.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	957	98.1	32.7	38.1	23.5	5.8	37.2		
English Proficiency									
Limited English Proficient	142	88.7	81.7	17.5	0.8	0.0	0.8	No	No
Non-Limited English Proficient	815	99.8	25.2	41.3	26.9	6.6	42.8		
Socio-Economic Status									
Subsidized meals	267	97.8	56.7	37.8	5.5	0.0	12.2	No	Yes
Full-pay meals	690	98.3	23.3	38.2	30.5	8.0	47.0		

Mathematics - State Performance Objective = 15.5%									
All Students	957	99.7	33.2	38.6	17.4	10.7	41.1	Yes	Yes
Gender									
Male	480	99.8	34.1	36.1	17.5	12.4	41.6		
Female	477	99.6	32.4	41.1	17.4	9.1	40.7		
Racial/Ethnic Group									
White	524	99.8	13.2	42.0	26.6	18.1	61.5	Yes	Yes
African American	212	100.0	58.0	35.0	6.0	1.0	16.0	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	214	99.1	59.6	33.8	4.5	2.0	14.1	No	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	842	99.8	28.3	40.7	19.0	12.0	45.1		
Disabled	115	99.1	68.5	23.4	6.3	1.8	12.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	957	99.7	33.2	38.6	17.4	10.7	41.1		
English Proficiency									
Limited English Proficient	142	98.6	70.3	27.3	2.3	0.0	6.3	No	Yes
Non-Limited English Proficient	815	99.9	27.2	40.4	19.9	12.5	46.8		
Socio-Economic Status									
Subsidized meals	267	100.0	55.8	38.8	4.3	1.2	14.0	No	Yes
Full-pay meals	690	99.6	24.3	38.5	22.6	14.5	51.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	100.0	38.0	31.4	25.7	5.0	30.7
	Grade 7	284	99.3	32.5	35.4	28.8	3.3	32.1
	Grade 8	300	99.7	39.4	34.1	24.7	1.8	26.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	98.5	39.3	30.5	24.0	6.2	30.2
	Grade 7	313	98.1	30.9	48.2	17.9	3.0	20.9
	Grade 8	314	97.8	27.8	37.4	27.2	7.6	34.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	100.0	27.4	36.6	20.5	15.5	36.0
	Grade 7	284	100.0	38.8	31.1	15.0	15.0	30.0
	Grade 8	300	100.0	41.1	41.4	12.9	4.6	17.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	99.7	28.0	35.4	19.7	16.9	36.6
	Grade 7	313	100.0	38.1	37.5	16.6	7.8	24.4
	Grade 8	314	99.4	36.5	41.4	15.3	6.8	22.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 966)				
Students enrolled in high school credit courses (grades 7 & 8)	26.4%	Down from 62.1%	30.2%	14.6%
Retention rate	4.2%	Up from 2.4%	2.4%	3.0%
Attendance rate	95.8%	Up from 95.2%	96.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%		3.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%		3.3%	5.3%
Eligible for gifted and talented	23.8%	Up from 23.3%	30.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.5%	Down from 10.8%	10.7%	13.9%
Older than usual for grade	2.8%	Up from 2.0%	2.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 3.6%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 76)				
Teachers with advanced degrees	60.5%	Up from 55.3%	56.4%	48.7%
Continuing contract teachers	85.5%	Down from 88.2%	84.6%	81.7%
Highly qualified teachers**	81.6%	N/A	91.1%	90.4%
Teachers with emergency or provisional certificates	3.0%		3.2%	5.3%
Teachers returning from previous year	88.7%	Down from 89.9%	87.7%	85.1%
Teacher attendance rate	95.3%	Up from 94.3%	95.4%	94.8%
Average teacher salary	\$44,888	Up 4.3%	\$42,315	\$40,566
Prof. development days/teacher	10.1 days	Down from 13.6 days	10.0 days	11.0 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	3.3
Student-teacher ratio in core subjects	23.2 to 1	Up from 19.9 to 1	24.4 to 1	21.3 to 1
Prime instructional time	89.6%	Up from 87.1%	91.0%	89.3%
Dollars spent per pupil*	\$6,717	Down 5.2%	\$5,701	\$5,821
Percent of expenditures for teacher salaries*	66.9%	Up from 53.7%	62.2%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.6%	Up from 99.0%	97.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	89.9%		92.0%	
Highly qualified teachers in high poverty schools**	88.1%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 was a very successful and productive school year for Hilton Head Middle School. Students have excelled in both academics and athletics while demonstrating good character in their day-to-day behavior. We had forty-five eighth grade Junior Scholars compared to the twenty-seven last year. The guidance program in the seventh and eighth grade provide additional after-school instruction to assist our students in excelling on the SAT examinations. Eighty-seven seventh grade students were eligible to take the SAT and nine qualified for state recognition through the Duke Talent Improvement Program.

Our students received regional and state awards in the Sea Island Science Competition, State Chess Tournament, State Math Counts and the United Nations Middle Schools Symposium. We stressed our motto of "Academics before Athletics" and won seven of ten regional sports competitions. An athlete's progress in all classes is monitored to encourage academic success.

The guidance department began a partnership with the Child Abuse Prevention Association to develop better character and behavior of our students. We also presented a play on bullying and had teachers attend workshops on prevention of bullying. Some students have been trained as peer conflict coaches and have attended workshops on stressing peace and tolerance.

We collaborated with the elementary and high school in our cluster to develop a Hilton Head Cluster Achievement Gap Initiative that provides better articulation among the three schools in working with all students. We are now collecting specific data on each student from kindergarten through twelfth grade upon which teachers can use to make better instructional decisions in meeting the individual needs of all students.

The School Improvement Council, the Collaborative Management Council and the Parent Teacher Association have all worked closely with the administration and the faculty on two very important projects this year. The year long project of reconstructing our instructional program to better support the No Child Left Behind regulations, state standards and the district's POWER standards was enthusiastically completed with the decision to change the vertical program teams to grade level program teams. We will continue to use the programs at the grade level where they more closely support the program standards. Sixth grade will be Humanities, seventh grade will be Global Studies and eighth grade will be Coastal Ecology. Students will have 50 minute classes every day instead of 90 minutes every other day.

The second important project is in transitioning from the current administrative team, upon my retirement and the retirement of assistant principal, Joseph Grant, to the new administrative team, under the leadership of Sherry DeSimone. Mrs. DeSimone has been an assistant principal for five years and is very respected by students, parents, faculty and community. She will now continue to lead Hilton Head Middle School from good to great.

Mike Manesiotis, SIC Chair

Donna E. Williams, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	59	277	152
Percent satisfied with learning environment	75.9%	63.0%	74.2%
Percent satisfied with social and physical environment	70.7%	70.8%	65.5%
Percent satisfied with home-school relations	80.7%	78.0%	57.4%

*Only students at the highest middle school grade level at this school and their parents were included.